

LATIN NOTES

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Address communications to FRANCES E. SABIN, Director of the Bureau

Issued in the interests of teachers of secondary Latin and Greek

Associate Editors: MILDRED DEAN, HARRY WEDECK, CLAIRE THURSBY, MARY R. STARK, CHARLES FREUNDLICH, LILLIAN LAWLER

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No. 3

SHALL GRAMMAR BE DABBLED AT OR TAUGHT?

Within recent years the writer, in an effort to give English teachers concrete help in the vitalizing of grammar, has met a great many demonstration classes of junior and senior high school grade. These classes have come from practically every type of community in various states. Through all this work one thing that stands out is the general lack of a clear and definite understanding of the essentials of English grammar. The question arises: Is this basic subject being dabbled at or really taught to the boys and girls of our country?

Here are actual and typical answers that have come from such classes. Asked to name the parts of speech, one pupil replied: "Nouns, pronouns, subject, predicate, exclamations;" another said, "Nouns, adjectives, verbs, proverbs.;" still another, "Verbs, nouns, modifiers, conjunctions." Exactness in listing the parts of speech, in defining and illustrating them, is so rare as to be refreshing.

This blurred knowledge of the essentials of grammar is even more strikingly revealed in other phases of the subject. Comparatively few pupils show an accurate understanding of the sentence in its various structural forms and uses. They are generally hazy on phrases and clauses. There is little understanding of inflections and the basic rules of syntax; while such things as participles and infinitives are beclouded in mystery.

Why these results? Is grammar not being taught at all in our schools? Has the subject been swept aside by the recent wave of "expressionism?" Are we giving to boys and girls a homeopathic kind of grammar? Have we, by taking the easy way in dealing with the science of our language, really given to our pupils a hard road to follow in mastering their mother tongue? Careful consideration of these questions will prove fruitful.

There is no plea suggested in all this for a return to the discredited formalism of a decade or so ago. Merely to drive pupils through a series of drills on the outward aspects of grammar will not bring the lasting results desired. The old practice of giving children only the husks of the subject brought barren returns. What is needed is not merely academic, but vitalized grammar—grammar that is practical, alive. In a word, the thing wanted is *not less, but better grammar*.

A good working knowledge of this basic subject does several things. It promotes accuracy in sentence building; it adds facility in reading, or interpreting sentences; it gives an anchorage for correct usage; it enriches and strengthens the vocabulary; it helps in the understanding of the idiom; and finally, it lays a surer foundation for the study of other languages. Whether these desirable results are obtained depends of course on the thoroughness and the vitality with which the subject is taught. The evidence that pupils over our country are not being given a sound and practical training in the science of their mother tongue is not only convincing but disturbing to those who appreciate its vital values.

DR. HOWARD R. DRIGGS, Professor of English Education,
New York University

AN EXPERIENCED LATIN TEACHER SPEAKS

My Dear Miss Sabin,

I fully sympathize with the recent communication from one of your correspondents in which she sets forth her difficulty in preparing public school pupils for passing the College Entrance Board Examinations, and especially in meeting the requirements in formal syntax. Times have indubitably changed and we have not—at least not to an appreciable degree. My own experience in secondary school is, I am sure, indicative. English grammar was poured into me every year from the fourth grade through the ninth. Naturally some of it persisted when I started languages, six years of French concurrently with six of Latin. We were slowly brought along so that the College Board examinations might hold no terrors for us; but they did even with that foundation. Whether I was subjected to the second year examination at the end of three years or four I cannot remember. It was none too easy, at any rate. My teaching experience covers ten years, both in private and public schools. Do I find things changed a bit? Well, rather! In the first place there is no such thing as English grammar in the previous work of students coming to me in the middle of the eighth grade to begin Latin. And there is no such thing as six years of Latin, either. I teach English grammar and it takes time, a great deal of time, with a corresponding loss of time for Latin. Latin composition has been relegated through necessity and by administrative urge to a late and minor place, to the middle of the second year. If I had my way and the examination requirements permitted, it would be entirely omitted. I know, as does any Latin teacher who has experimented with the idea, that it does not confer benefits in proportion to the time it takes. But so long as there is prose on the examination, even one sentence, we must spend a great deal of effort and time upon it. The same is true of syntactical usages, although neither prose nor syntax has any justifiable place on any examination. I have always been told that syntax and forms are merely a means to an end, but some people still consider them an end to be tested. We can never teach students to really read Latin while this condition exists, because we cannot break away from teaching them to analyze each word as it occurs, if they think the examination necessitates it. Have you ever met a student who has been taught to analyze, who can read Latin quickly? I never have. I was taught by that fashion, and it has taken me a number of years to break the habit. No one who has had Latin fed to him at the rate of thirty analyzed lines a day can possibly comprehend that it is really literature; nor will he ever be able to cope with more than thirty lines a day as an assignment. If that is an exaggeration, it is a very slight one. But there are any number of teachers—and professors on the college level—who will still cling to that process, and there are any number of Latin students who will not continue Latin in college because they tacitly disapprove of that method. It has not taught them to read. The student who has had four years of Latin and then drops it has a good reason for so doing. The blame falls obviously, and I do not say this without

many years of thought on the problem, on the examination requirements. The examinations do not test reading ability, and they never have. The presence of forms, syntax, and prose to be translated into Latin on the examination precludes the possibility of teaching and testing reading. In spite of the fact that all any college professor expects from his students is the ability to read Latin as literature, which infers that it will be read quickly and substantially, the secondary school teacher is forced to use the analytical method if he is to enable his students to cope with the present type of examination. It is all wrong, and it must be changed. Only pressure by the secondary school teachers can do that. Some of them will not want to do that. Be it on their own heads if they do not, for their classes will slowly decrease in size, and they will be out of work not many years from now. The pressure of other and new subjects in the curriculum is intense and will not diminish. If we fail to teach our students to read Latin easily so that they may enjoy their achievement, without emphasis on the mere instruments which we must use in the course of instruction, the students themselves will render the verdict that Latin does not yield returns commensurate with the time required. These teachers who wish to stand pat will not change until the examinations do. When we compel those in authority to give us tests that test reading ability and reading ability only, then we can and will teach students to read, which is a major objective that has never been attained by the old methods.

Very cordially,

RICHARD H. WALKER,
280 Bronxville Road,
Bronxville, N. Y.

HORATIAN PLAYS AND PAGEANTS

So widespread is the interest in Horatian programs for 1935, and so numerous the requests for Horatian plays, coming from both secondary schools and colleges in this country and abroad, that the committee on plays and pageants for the Bimillennium Horatianum submits herewith a list of plays now available, or soon to appear:

I. Plays based on the famous "bore" Satire:

HE TALKED TOO MUCH (B. L. Ullman). A new and very amusing English version of the famous satire. Service Bureau for Classical Teachers, New York University, Item 496; five cents.

A dramatic version of the same satire, in LITERARY HISTORY OF ROME, FROM THE ORIGINS TO THE CLOSE OF THE GOLDEN AGE (J. W. Duff). Charles Scribner's Sons, New York. Pages 515-517. In English.

HORATIUS IMPLICITUS (D. N. Robinson). PLAYS AND SONGS FOR LATIN CLUBS, pp. 24-27, published by the author at Delaware, Ohio. \$1.

THE BORE (H. Price). In manuscript. Service Bureau for Classical Teachers. A very good Latin version.

HORATIUS SERVATUR (L. B. Lawler). In EASY LATIN PLAYS. The Macmillan Co., New York. 80c. In simple Latin, for first year students.

II. Plays based on the Odes:

CONVIVIAM (L. B. Lawler). Auxilium Latinum VI, No. 4; May, 1934, page 4. Extra copies, ten cents, from A. E. Warsley, Box 54, Station S, Brooklyn, N. Y. Echoes of the Odes, in very simple Latin.

III. Plays dealing with Horace's youth:

HORACE AT THE UNIVERSITY OF ATHENS (G. M. Trevelyan). In SIR GEORGE OTTO TREVELYAN, A MEMOIR BY HIS SON. Longmans, Green and Co., pp. 173-198.

A FOUNTAIN IN VENUSIA. (L. B. Lawler.) Service Bureau for Classical Teachers, Item 483; ten cents. A short play in English, dealing with the boyhood of Horace. Suitable for high schools.

HORATIUS ADOLESCENS. (L. B. Lawler.) Auxilium Latinum VII, No. 2-3; Nov.-Dec., 1934, page 11. Extra copies, ten cents, from A. E. Warsley, Box 54, Station S, Brooklyn, N. Y. Three brief episodes of Horace's student days in Athens—"rushing," "hazing," and a Saturnalia party. In Latin, suitable for senior high school or college students.

It should be noted that many of the poems of Horace are themselves highly dramatic, and might be produced as plays, or at least monologues or dialogues, with little or no change. Ode I, 27, for instance, although brief, could be staged as a monologue against a tableau of a Roman dinner—as could Ode I, 32. Ode II, 8, could be recited in costume, with a silent actress portraying Barine, and Ode III, 7, in like manner, with a silent (or weeping!) Asterie. Of all the Odes, perhaps the most dramatic is III, 9, the delightful lovers' quarrel, with alternate stanzas for the lover and his lady.

LILLIAN B. LAWLER, Chairman of Committee on Plays and Pageants, Hunter College, New York City

THANKS!

The contributions of \$1.00 or more which are donated to the "Emergency Fund" of The SERVICE BUREAU are making it possible to reprint exhausted supplies and a few new items, notably a complete list of the material available for sale or loan in the form of a bulletin to take the place of the yearly lists which have been sent out to subscribers. The rush of work has prevented the Director from sending in every case a personal letter of thanks to contributors. Perhaps this brief mention, however, will convey her gratitude for the assistance rendered.

LOST MAIL

The SERVICE BUREAU continues to suffer from the loss of mail. Complaints from teachers who have failed to receive material ordered or who cannot understand why bills for which they have sent payment should continue to come, have made it necessary to have a form letter printed which explains the situation. The financial loss to the BUREAU amounts to \$300.00 (or more), and of course our members also suffer. But this loss is not due to carelessness on the part of The SERVICE BUREAU staff. The post office seems to be helpless.

BOOKS

A Survey of Classical Roman Literature, by Dean Putnam Lockwood of Haverford College, published by Prentice-Hall, Inc., New York, N. Y., is particularly welcome, now that the traditional Latin program is being rapidly revised. The course is designed to be a "finishing" course for those who will not go on with Latin.

A revised edition of Latin Fundamentals by Ernest L. Hettich, Washington Square College, New York University, and A. G. C. Maitland, Hotchkiss School, deals with a survey of fundamental concepts of general grammar. It also contains chapters for the sixth book of Caesar's Gallic Wars. It is published by Prentice-Hall, Inc., New York, N. Y.

Members of the League may still secure for \$2.80 the illustrated book by William S. Fox entitled Greek and Roman Mythology. For non-members the price is \$3.50.

A copy of Citizens of Long Ago—Essays on Life and Letters in the Roman Empire, written by Adeline Belle Hawes, with an Introduction by Grant Showerman, has been sent to The SERVICE BUREAU FOR CLASSICAL TEACHERS by the Oxford University Press. A review has been sent to the publishers, copies of which may be obtained from their office. The concluding sentence reads: "Citizens of Long Ago will please the scholar and the high school teacher alike; and if it be placed on the classical reading shelf, one would not be surprised to find the classical club program chairman, or even a brand-new junior high school student, browsing in

its pages with deep interest." It is sold for \$2.50 by the Oxford University Press, New York, N. Y.

Greek Thought—Selections from Homer to Menander, privately printed by the author, Herman L. Ebeling, Professor Emeritus of Greek at Goucher College, Baltimore, should be purchased at once by lovers of the classics. By sending 35 cents to the author's home address, 329 Hawthorn Road, Baltimore, Maryland, this fascinating paper-bound book may be obtained. It is made up of short quotations from leading Greek writers, reflecting views of life, character, and the innumerable other subjects with which human beings are concerned. The following examples (quoted without the references given) are printed through the courtesy of the author.

Work is no disgrace, idleness is.

Toil is the price for which the gods sell us all good things.

Much learning does not teach one to be intelligent.

It is not good for people to have all their wishes gratified.

It is a waste of time to advise one who thinks he knows.

A kind of avarice is the desire to do all the talking.

Happiness does not consist in herds of cattle or gold; blessed being resides in the soul.

Raising children is hazardous; if successful, one has had struggle and care; if unsuccessful, it is a sorrow with which none can be compared.

If you are in charge of some work, do not appoint an inefficient person, for if he makes a mistake, you will be blamed.

Borrowing makes slaves of people.

Be a lover of toil, and you will enjoy a prosperous life.

How pleasant my former hardships have become. If I had not toiled then, I would not rejoice now.

One who toils rightly should never give up any undertaking, for all things can be obtained with care and toil.

My boy, do not wait on fortune; but do something yourself; fortune works better in company with another.

Farms that yield scanty crops make courageous men.

It is better to lend to the earth than to mortals, as she pays interest without complaining.

When a poor man says something worthwhile, he gets no credence, whereas the mistaken views of a rich man are acceptable.

Many ignorant people are rich, while those who strive for noble things are distressed with poverty.

It is better to have a little property, which is free from suspicion, than much that has been obtained with reproach. (Better a little with justice, than much with injustice.)

I do not love and pray for wealth; but wish with little to be free from care.

You have almost mentioned the chief cause of evil things, for it resides in love of money.

Excessive luxury makes one overbearing. Wealth produces a change in character.

I own much property and am called rich by everyone, but happy by none.

Wealth is a cloak that covers many crimes.

Always make provision for old age.

That is (right) living, not to live for yourself alone.

How great is a little when given at a critical time.

Hunger or lack of money puts a stop to love. (When poverty enters through the door, love flies out of the window.)

Not words, but deeds reveal character.

It is characteristic of an intelligent man to bear a loss quietly.

I know many who were not naturally wicked, who have become so through necessity, when they met with misfortune.

Dire poverty teaches one, though unwilling, to do disgraceful deeds.

Those who are distinguished in public life are at home like other people. (A French saying: No one is a hero to his valet.)

The matter on which you pride yourself, namely that you are somebody, will ruin you, as it has ruined countless others.

No one sees his own faults clearly; but will see when others are acting unseemly.

If you should know the troubles of other people, you would gladly keep what you have.

At night counsel comes to the wise.

If you are seeking a wise thought, deliberate at night.

All good things are most readily discovered at night.

It is better to be sober than to suffer with headache.

What! Trying to keep something secret, you are going to tell a woman! Why! you might as well tell it to all the criers in the market place!

Weaving at the loom is woman's work, not public assemblies. (Similar thoughts are expressed in the Iliad, book VI and in Odyssey I, 356 ff. But Aristophanes in his Assembly Women represents the Athenian women as undertaking to run the government because the men had made such a mess of it.)

Thrice unfortunate if one marries when he is poor.

When a poor man marries a woman with money, he gets a master; if she is without means, he becomes a slave, as he must now provide for two instead of for one.

The husband should have the leadership in everything; there is no family in which the wife determined everything that has not been ruined.

A good wife is a treasure to a sensible man.

Do not marry the dowry, but the woman.

Seek a woman as a helpmeet in your affairs.

Do not scold your wife, nor give her advice.

A kindly father is the greatest good to a son.

Those who have learned to read have double sight, whereas the ignorant man does not see, though he has sight.

Do not admonish an old man when he makes a mistake; it is difficult to transplant an old tree (i. e. teach an old dog new tricks.)

One must guide a child not with punishment, but by persuasion.

Many much informed people have no sense.

One must practise much thinking, not much learning.

Do not try to know everything, else you will learn nothing.

The wise man carries his possessions about in himself. (Latin proverb: *Omnia mea mecum porto.*)

An education is a possession that cannot be taken away.

The affairs of life themselves will teach you.

I am educated through observing the mistakes of most people.

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An education is a possession that cannot be taken away.

The affairs of life themselves will teach you.

I am educated through observing the mistakes of most people.

Philosophers in the Lyceum discuss being and becoming in a way that even Apollo could not understand.

Taxes, taxes; we are overburdened with taxes.

A new experiment, even if daring, is more useful than many old things.

He is a fine talker, but quite unable to say anything. ("Walk, talk and say nothing.")

ANNOUNCEMENTS

Miss Edith Cook of Westtown, Pennsylvania, has mounted 65 blueprints of places interesting to classical teachers and pupils which have been made from films brought back from the Vergilian Cruise. The set is sold for \$1.50 (postpaid). Selections may be secured for 3 cents each if as many as 25 are ordered. No smaller order will be accepted. The SERVICE BUREAU has a sample set for examination.

An attractive bulletin entitled *Carmina* is on the display table of The SERVICE BUREAU. It contains original Latin songs set to music by Miss Fon Boerger of the Waite High School, Toledo, Ohio. They are designed for club programs and other occasions when high school pupils take part in the entertainment. As regards the music, the judgment of a professor of music at New York University may be accepted. He writes as follows: "I have examined *Carmina* of Fon Boerger with much pleasure. The songs are all very easy to sing. The piano accompaniments are quite simple. The ranges, etc., are splendid for school children. The songs are couched in straightforward, melodic idiom. Certain numbers, such as the *Cantus*, have great charm." The *Carmina* may be obtained from the author or The SERVICE BUREAU for 50 cents.

Miss Helen S. MacDonald, Shippen School, Lancaster, Pennsylvania, writes that her *Kalendarium Romanum* for 1935 will be ready early in December. It is dedicated to Horace in honor of the Bimillennium Horatianum, and contains 17 beautiful pictures. It may be secured for 75 cents postpaid from the author. Perhaps it may be sent out to friends as an inexpensive Christmas remembrance.

The St. Albans Press Latin Calendar for 1935 will be devoted to Horace. A selection of interesting and entertaining passages, many of them in English, will form an attractive feature. Prices (including envelopes for mailing) run as follows: 25 cents a copy; 5 for 75 cents; 10 for \$1.50; 25 (with sender's name printed in) \$3.00. Address orders to the St. Albans Press, Washington, D. C.

FOREIGN LANGUAGE CONFERENCE

The Department of Foreign Languages and Literatures of the School of Education will hold a General Language Conference at New York University, Washington Square, on Saturday, December 8th, next.

The general subject of the conference will be Tests and Examinations. We have secured as speakers at the main session, 9:30 A. M., Professor Algernon Coleman of Chicago University, and Professor Ben Wood of Columbia University.

Following the general session, there will be round tables for each of the languages, at which the main theme of the conference will be further discussed. Mr. Jacob Mann of the John Adams High School, New York, is the Chairman of the Latin Conference which will be held at The SERVICE BUREAU for Classical Teachers at 11:30-1:00. The Latin Panel consists of Nelson G. McCrea, Columbia University; Harold G. Thompson, New York State Supervisor of Ancient Languages; and Mildred Dean, Roosevelt High School, Washington, D. C.

At 1:15 P. M. there will be a luncheon at the Aldine Club, 200 Fifth Avenue (\$1.50), with Professor Michael West of Toronto as chief speaker.

Full program will be mailed by Professor Rollin H. Tanner upon request.

SPEAKING OF DERIVATIVES

An answer to a question in a Regents' Examination as to the Latin derivation of the word "perspiration" runs as follows: "The word comes from the Latin *per* meaning 'through' and *spero*, to 'hope'. To hope intensely makes one sweat."

SERVICE BUREAU MATERIAL AVAILABLE

This material appears in mimeographed or printed form. In the case of the former, the items may be borrowed with the understanding that the teacher pays the postage and returns the material within two weeks after its receipt, or they may be purchased for 5 cents each, unless another price is stated. Printed items, however, known as LATIN NOTES SUPPLEMENTS and BULLETINS, are not sent out as loans but must be purchased at the prices indicated. The material is listed in Leaflets published at the end of each school year, and containing a summary of items which have been announced in the LATIN NOTES for the year. These Leaflets are sent out free of charge.

I. In Mimeographed Form

(Numbering is continued from the November issue.)

497. History in Reverse, or Historia Mutata—a playlet in one act. By Charles W. Bangert, Quincy, Ill.
498. Method in Prose Composition. By Charles I. Freundlich, Morris High School, New York, N. Y.
499. English Selections from Horace in which the human interest is prominent. Price, 10 cents. (For possible use in a Horace program.)

II. Latin Notes Supplements

Fifty-one Supplements are ready for circulation. For titles and prices, see Leaflets I-X, or a list of all Service Bureau material which will shortly be in print.

III. Bulletins

Bulletins I, II, and III are out of print. For a list of the others, see the October NOTES.

STATEMENT OF OWNERSHIP

OF LATIN NOTES published 8 times yearly at New York, N. Y., for
STATE OF NEW YORK } SS. October 1, 1934
COUNTY OF NEW YORK }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared FRANCES E. SABIN, who, having been duly sworn according to law, deposes and says that she is the Editor and Business Manager of the LATIN NOTES and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, SERVICE BUREAU FOR CLASSICAL TEACHERS.
Editor, managing editor, business manager—FRANCES E. SABIN,
New York University, Washington Square East, New York, N. Y.

2. That the owner is: American Classical League, New York University, Washington Square East, New York, N. Y. Names of officers: Dr. W. L. Carr, President, Teachers College, New York, N. Y. Dr. Rollin Tanner, Secretary and Treasurer, New York University, Washington Square East, New York, N. Y.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

FRANCES E. SABIN

Sworn to and subscribed before me this 21 day of September, 1934

EARLE L. WASHBURN,

(My commission expires March 30, 1936).